

OFFICE OF THE SUPERINTENDENT

Millburn Public Schools

INFORMATION ITEM

May 17, 2010

To: Board of Education Members

From: Ellen E. Mauer, PhD

Subject: Race to the Top

We are being asked to sign the Race to the Top Memo of Understanding. I am being asked to sign, our BOE president is being asked to sign, and the head of our teacher organization is being asked to sign. I do not want to proceed to ask these parties unless the BOE is in agreement to do so. Regardless of our signing, we are expected to be in compliance with the unfunded mandates that this legislation expects. The latest information I have says that the state thinks they may tie this to Title I funding. We do not qualify for this funding due to our low number of low-income students, but we may see this number rise at some point in the future. This number is tied to the census. Although it is not likely that we would get funds, I can't say that for certain.

I have asked other districts in our three high school feeder groups whether or not they are going to sign and the following districts have responded yes: Antioch HS District #117, Grayslake HS District #127, Antioch #34, Woodland #50, Grayslake #46, Emmons, Gurnee #56 (superintendent only), and Warren have all said yes. Lake Villa #41 has said no. Some did not respond yet.

Illinois Race to the Top Application for Phase 2 Funding

Overview of Participating LEA Preliminary Scope of Work

The four major reform areas addressed by the Race to the Top competition include:

- (1) Standards and Assessments;
- (2) Data Systems to Support Instruction;
- (3) Great Teachers and Leaders; and
- (4) Turning Around the Lowest Achieving Schools.

These key areas of reform align directly with and support the agency's mission:

The Illinois State Board of Education will provide leadership, assistance, resources and advocacy so that every student is prepared to succeed in careers and postsecondary education, and share accountability for doing so with districts and schools.

School districts may participate in the State of Illinois Race to the Top Application for Phase 2 Funding by entering into a Memorandum of Understanding (MOU) with the State. The MOU is available online at: www.isbe.state.il.us/racetothetop.

In the MOU, the State and the "Participating LEA" agree to specific roles and responsibilities described in a "Preliminary Scope of Work" attached to the MOU. This document contains an overview of the Preliminary Scope of Work, demonstrating the alignment between the State's Race to the Top application and the State Board of Education's mission, goals, and commitment to education reform in Illinois. School districts should refer to the complete MOU for a comprehensive description of State and Participating LEA roles and responsibilities.

I. STANDARDS AND ASSESSMENTS

ISBE Goal #1: Every student will demonstrate academic achievement and be prepared for success after high school.

Illinois will adopt revised Learning Standards in English Language Arts and Math and develop and implement common, high quality assessments aligned with the common core K-12 standards.

<p>The state will:</p> <ul style="list-style-type: none"> • Provide technical assistance and support for LEA alignment efforts. • Collaborate with participating LEAs to integrate Assessments for Learning into a statewide, comprehensive assessment system measuring student progress in a manner aligned to the revised Learning Standards. • Develop and implement a statewide assessment system inclusive of formative and summative assessments. 	<p>Participating LEAs will:</p> <ul style="list-style-type: none"> • Align curriculum to the revised Learning Standards. • Implement Assessments for Learning in at least grades K-10 aligned to benchmarks in ELA and Math. The State will support the implementation of Assessments for Learning aligned to Science benchmarks. • Ensure the district's Response to Intervention (RtI) plan provides targeted interventions and differentiated supports aligned to the revised Learning Standards for students that are not on pace to meet college and career ready expectations.
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Illinois will pursue the development of the STEM Learning Exchanges and continue to enhance the Illinois Programs of Study.

<p>The state will:</p> <ul style="list-style-type: none"> • Support the creation of eight STEM Learning Exchanges that will be housed on the LPMS. The Exchange will create an open, collaborative cloud computing-based learning platform. • Develop and assist LEAs to develop curriculum resources, assessment tools, professional development systems and IT infrastructure necessary to implement Programs of Study in critical STEM application areas: agriculture and natural resources, energy, manufacturing, information technology, architecture and construction, transportation, distribution and logistics, research and development and health sciences and financial services. 	<p>Participating LEAs serving grades 9-12 will:</p> <ul style="list-style-type: none"> • Establish Programs of Study based on the Illinois design principles identified in the MOU, including at least two promoting critical STEM application areas supported by the STEM Learning Exchanges. <p>Participating LEAs serving grades 6-8 will:</p> <ul style="list-style-type: none"> • Establish systems for educators to align curriculum with high schools into which the middle schools feed to support the programs of study implementation. • Implement education and career guidance systems to provide students the opportunity to develop career and education plans that align to a program of study model at the high school level. <p>Participating LEAs may build upon and enhance existing systems and programs when meeting these requirements.</p>
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II. DATA SYSTEMS TO SUPPORT INSTRUCTION

ISBE Goal #1: Every student will demonstrate academic achievement and be prepared for success after high school.

Illinois will continue to implement a statewide longitudinal data system to ensure all LEAs have access to an instructional improvement system and utilize data systems to inform advocacy efforts.

<p>The state will:</p> <ul style="list-style-type: none"> • Continue to develop and implement the Illinois Longitudinal Data System (ILDS) and provide ongoing updates and technical assistance. • Support the establishment of the Illinois Collaborative for Education Policy Research (ICEPR) as an independent organization with a governance structure linking it closely to State agencies, participating universities and other educational stakeholders in Illinois. The ICEPR will work with districts to analyze local issues and evaluate interventions for their own students, including outreach, consulting, technical assistance and coordination. 	<p>Participating LEAs will:</p> <ul style="list-style-type: none"> • Cooperate with ISBE on data collections necessary for the State's longitudinal education data system including efforts to ensure data quality. • Provide information and cooperate with the ICEPR to build local capacity to support policy research and development activities. • Share data in a manner consistent with all State and federal privacy protection laws.
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Illinois will develop and implement the Learning and Performance Management System (LPMS) to inform instruction and improve student learning. The LPMS will serve as a platform upon which instructional improvement tools and systems can be delivered. The LPMS will host an integrated set of data elements and provide high-value applications that support instruction.

<p>The state will:</p> <ul style="list-style-type: none"> • Work with participating districts to develop a governance structure for the system that clearly defines a partnership approach to data use and management. • Establish a pilot program of the LPMS focused on Participating LEAs during the 2012-2013 school year, with full statewide implementation during the 2013-2014 school year. • Provide professional development, training and support. 	<p>Participating LEAs will:</p> <ul style="list-style-type: none"> • Share data in a manner consistent with all State and federal privacy protection laws. • By the start of the 2012-2013 school year, directly rely on the LPMS as its primary platform for offering an instructional improvement system serving all teachers and principals <u>OR</u> implement a locally developed instructional improvement system or systems serving all teachers and principals. • LEAs not relying directly on the LPMS will integrate local systems with the LPMS to ensure teacher and principal access to key system features.
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III. GREAT TEACHERS AND LEADERS

ISBE Goal #2: Every student will be supported by highly prepared and effective teachers and school leaders.

Illinois will work with LEAs to redesign performance evaluations that focus on effective practice and student growth and meet the requirements of recently enacted Performance Evaluation Reform Act (PERA) by the beginning of 2012-2013 school year.

<p>The state will:</p> <ul style="list-style-type: none"> • Collaboratively work with participating district management, teachers unions and other stakeholders to establish parameters to ensure validity and reliability within the new teacher and principal evaluation systems. • Identify and approve measurement tools for principal and teacher evaluations to guide local efforts. • Provide direct support for implementation of local performance evaluation systems, including, but not limited to, development of the following system components: <ul style="list-style-type: none"> • A teacher and principal model evaluation template; • an evaluator pre-qualification program based on the template; • an evaluator training program; • one or more instruments to provide feedback to principals on the instructional environment within a school; • a State Board provided or approved technical assistance system that supports districts with the development and implementation of teacher and principal evaluations; • web-based systems and tools and video based observation processes supporting implementation of the model templates and the evaluator prequalification and training programs; and • a process for measuring and reporting correlations between local principal and teacher evaluations and student growth in tested grades and subjects and retention of teachers. 	<p>Participating LEAs will:</p> <p>Design a principal and teacher evaluation system including the following key components:</p> <ul style="list-style-type: none"> • At least 50% of teacher and principal performance evaluations will be based on student growth. • All district evaluation systems for both tenured and principals will include rating categories of excellent, proficient, needs improvement and unsatisfactory. • All principals and non-tenured teachers must be evaluated annually. Each tenured teacher must receive a summative evaluation at least once in the course of every two years. • The LEA will use results of local performance evaluation systems to inform decision-making in the areas of professional development, tenure, and possible dismissal of less effective teachers and principals.
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III. GREAT TEACHERS AND LEADERS, continued

ISBE Goal #2: Every student will be supported by highly prepared and effective teachers and school leaders.

Illinois will ensure that effectiveness data is used to address systemic barriers to recruit and retain highly effective educators.

<p>The state will:</p> <ul style="list-style-type: none"> • Develop and provide human capital performance metrics that will include disparities in school-level average teacher salaries, teacher academic capital, and other useful performance metrics developed in consultation with stakeholders. 	<p>Participating LEAs with one ore more high poverty and/or minority schools will:</p> <ul style="list-style-type: none"> • Perform a comprehensive review of institutional policies and constraints that may prevent such schools from attracting top talent and develop strategies to address these constraints over the course of the grant period. • Starting in the 2011-2012 school year, the review must consider human capital performance metrics reported by ISBE.
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<p>The state will:</p> <ul style="list-style-type: none"> • Design a plan to link student achievement and student growth data to students' teachers and principals. • Include the means to link the information regarding teacher performance to the teacher prep programs within the state where they were prepared. • Publicly report the data for each credentialing program in the state. • Expand preparation credentialing options and programs that are successful at producing effective teachers and principals. 	<p>Participating LEAs will:</p> <ul style="list-style-type: none"> • Cooperate with ISBE and IBHE to establish placement sites for pre-service teachers and principals from programs that are successful at producing effective teachers and leaders.
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III. GREAT TEACHERS AND LEADERS, continued

ISBE Goal #2: Every student will be supported by highly prepared and effective teachers and school leaders.

Illinois will scale up support for all beginning teachers and principals, and will promote intensive educator support for critical P-20 transition points.

<p>The state will:</p> <ul style="list-style-type: none"> • Provide technical assistance and accountability infrastructure to improve the quality of all new teacher induction and mentoring programs. • Provide targeted funding and assistance for implementation of a developmentally appropriate kindergarten readiness assessment. • Establish a consistent testing window for administration of EXPLORE and PLAN so data can be used to measure student and subgroup growth. • Continue to support implementation of the College and Career Readiness Act with the goal of increasing college readiness and decreasing the need for remedial classes. 	<p>Participating LEAs will:</p> <ul style="list-style-type: none"> • Establish induction and mentoring programs for all new teachers for at least two years in duration. • Participate in the State's technical assistance and accountability infrastructure to improve the quality of new teacher induction and mentoring programs. • Upon completion of the state kindergarten readiness assessment and subject to the availability of funding, implement the assessment and integrate and align professional development across early learning and grades K-3. • Administer EXPLORE during 8th grade. • Communicate to educators, students and parents that a student's 8th grade and high school assessments are a predictor of student readiness for non-remedial coursework. • Establish a system aligned with feeder elementary and middle schools to examine data and instructional needs of students for the purpose of early identification of remedial assistance and targeted intervention before the student transitions to the next grade or college. • Collaborate with the primary community college(s) within the high school area to facilitate communication, align goals and academic expectations; establish a process for identifying students who may need remedial assistance prior to college; and create or expand programs that address the needs of students in need of assistance before high school graduation.
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IV. TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

ISBE Goal #1: Every student will demonstrate academic achievement and be prepared for success after high school.

This Section is only applicable to participating LEAs with one or more Tier I and Tier II Schools identified by ISBE as part of its final 1003(g) School Improvement Grant application. A list of Tier I Schools and Tier II Schools is available at www.isbe.net/sfsf.

The state will: <ul style="list-style-type: none">• Coordinate the requirements of the School Improvement 1003(g) grant program with Race to the Top activities.• Provide specialized support to lowest achieving schools.	Participating LEAs will: <ul style="list-style-type: none">• Participate in the IL Partnership Zone initiative or undertake one of the four school intervention models in all Tier I and Tier II schools within the LEA.• If requested, participate in a reorganization study funded by the State.
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